



# MANPOWER AND FORCE MANAGEMENT CAREER PROGRAM BULLETIN

## A Note From Our Functional Chief Representative



**Mr. Roy A. Wallace**  
*Director,  
Plans and  
Resources*

Welcome to the New Year and the many challenges the Army faces!

As manpower and force management professionals,

we develop, modify, document and resource the Army's force structure. Inherent in our work is the ability to forecast, anticipate and react to new challenges. Transformation will continue as we develop our modular constructs and field the BCTs. The Army's military end strength will increase 65,000 by FY12, with associated revisions to the AC/RC rebalance. Military positions are being concurrently converted to civilian positions while required BRAC manpower realignments and stationing decisions are being implemented. Concentrated efforts are being employed to identify and document contractor manpower equivalents (CMEs). Global Force Management (GFM) initiatives continue as we integrate planning, resource and force management data systems across the DOD enterprise. And most important of all, we are supporting our troops as they continue the Global War on Terrorism (GWOT).

Our work is not stagnant and new challenges are evolving. To successfully meet the challenges, Manpower and Force Management professionals must be equipped with the technical competencies. Technological and keen analytical skills are necessary to facilitate a synergy of force development and resourcing issues. Demonstrated competencies in effective communication and

leadership are critical to performing our missions. Now is the time for individual self assessment of the skill sets that you possess, and that you need to acquire, to ensure you are ready to step up to the challenges and opportunities of advancement within the career field. Examine your job experiences and your acquired knowledge and skills. Target areas for improvement or enhancement, and identify training and/or development opportunities that will help you achieve your goal. Talk with your supervisor. Seek out a mentor in your organization. Contact the CP26 Proponency Office for guidance on career program training and development opportunities.

The Army Campaign Plan's commitment to establish a more capable, cohesive and modular workforce requires that Manpower and Force Management professionals develop "multi-functional" skills. In order to be "Army Strong", we must be "Army Ready." Prepare to meet the missions and challenges of the future. We are key players on the Army team.

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# A Letter from the CP26 Proponency Chief

**Ms. Beryl Hancock**

**Chief, Manpower Policy, Plans and Programs, G-1**



The Random House dictionary defines competition as a “contest for some prize, honor or advantage.” Competitiveness is the drive to achieve. Athletes

compete for titles. Politicians compete for votes and elected offices. As manpower and force management professionals, we compete for positions and advancement. We can also compete for career enhancing opportunities such as training, educational programs or developmental assignments. In our rapidly changing workforce, we know we need to improve our skills and knowledge to gain that competitive edge, but we don’t really know what gives us that competitive edge. As the CP26 proponent, I am asked many times: What is it that makes someone competitive when it comes to securing new positions or professional development opportunities?

As I see it, there are three dimensions that define competition in our chosen profession – Education, Training and Job Experience. Together these three highlight our accomplishments and reveal our willingness to seek challenges. We generally start a career with some level of education, be it a high school diploma, a college degree, or something in between. Educational credentials open doors by showing a commitment to achieve recognized levels of knowledge. To learn our manpower and force management discipline and enhance our education, we pursue specific training courses such as Manpower and Force Management, PPBES, or Combat Doctrine Training. Training venues such as these cover the technical aspects of our work and prepare us to step up to new challenges. We also attend technology-based courses to equip ourselves with the computer and systems skills required for our work. In performing our jobs, we learn by doing and acquire the valuable expertise that only comes through on-the-job experiences. We broaden our perspective and expand our expertise when we take

on different positions and/or responsibilities in functions or organizations. Our Army, as a complex and geographically dispersed organization, offers us a tremendous advantage for enhancing our manpower and force management expertise through promotions, lateral assignments and mobility. We can change jobs, functions, career fields, and locations to suit our interests or career needs.

Keeping a good balance between the three dimensions is important. Too much education and we may be perceived as “professional students.” Too little education or training and we can be seen as unwilling to step up to new challenges. The same goes for job experience. Too long in one job can make us appear narrow in focus or too little time in positions may give the impression we are “shopping around.”

No single dimension stands alone when it comes to competing for a new job or professional development. All three dimensions – Education, Training and Job Experience – are important elements. Together they demonstrate our competence and commitment, and indicate our potential. Ultimately it is that competence, commitment and potential that makes us stronger competitors for career advancement or professional development opportunities.



## Army Civilian Corps Creed

- I am an Army Civilian – a member of the Army Team
- I am dedicated to our Army, our Soldiers and Civilians
- I will always support the mission
- I provide stability and continuity during war and peace
- I support and defend the Constitution of the United States and consider it an honor to serve our Nation and our Army
- I live the Army values of Loyalty, Duty, Respect, Selfless Service, Honor, Integrity, and Personal Courage
- I am an Army Civilian



## Secretary of the Army Awards - 2005

Annually, the Secretary of the Army recognizes excellence in our profession through the approval of the SECARMY Awards for Improving Manpower and Force Management. Congratulations to the Awardees of the 2005 Manpower and Force Management Awards.

### **Superior Performance Award in Manpower and Force Management**

Winner:

*No winners were selected for this award*

### **Organizational Excellence Award in Manpower and Force Management**

Winner:

***U.S. Army Force Management Support Agency***

*Fort Belvoir, Virginia*

### **Distinguished Service Award in Manpower and Force Management**

Winner:

***Mr. Vincent R. Speece***

*HQ U.S. Army Network Enterprise Technology Command (NETCOM) 9<sup>th</sup> Army Signal Command*

*Fort Huachuca, Arizona*

### **General Lesley McNair Essay Award**

Winner:

*No winners were selected for this award*

### **General Mark Clark Award for the Outstanding Manpower & Force Management Intern Graduate**

Co-Winners:

***Mr. John Dubois and Ms. Amelia Stewart***

*Combat Service Support Division, U.S. Army Force Management Support Agency*

*Fort Lee, Virginia*

# Army Civilian Education System

*By Vaughn Lately Jr.*

During a briefing to the Army War College Class of 2006, the Army Chief of Staff, General Schoomaker, described his vision of strategic Army leaders as “Pentathletes.” He envisions the “Pentathlete” as leaders for the 21st century who epitomize the Warrior Ethos in all aspects. These leaders must be adaptive and innovative in everything from warfighting to business management to statesmanship. To achieve this goal and build the Pentathlete, the Army has developed the Civilian Education System (CES) to enhance civilian leader development. CES is based on leadership competencies derived from the Office of Personnel Management (OPM) and identified by the Center of Army Leadership (FM 6-22, Army Leadership). This system offers a structured, progressive training program that will encompass all levels of civilian leadership development. The four distinct courses sequentially build on the leadership competencies.

The Foundation Course is designed for all civilians entering the Army. This course is accomplished entirely by distributed learning. Students will learn Army values and customs and how to serve professionally as a member of the Department of the Army. They will also acquire foundation competencies for leader development to include developing effective communication skills. The goal is to prepare civilians for their first leadership role.

The Basic Course is designed for leaders who exercise direct leadership. It will be delivered in a combination of distributed learning and resident attendance. Students will understand and apply basic leadership skills to effectively lead and care for small teams. Effective communications will be emphasized as will the ability to develop and mentor subordinates.

The Intermediate Course is designed for civilian leaders who exercise both direct and indirect supervision. Again, this course will be a combination of distributed learning and resident attendance. Students will focus on skills related to human and financial resources management. This course will include direct program management and systems integration. Key emphasis will be on flexibility, resilience and maintaining focus on the mission.

The Advance Course is for civilian leaders who exercise indirect supervision. Students will participate in the combined distance learning and

resident environment. The focus of the Advance course will be on leading complex organizations, leading change, and inspiring vision and creativity.

The objective of the CES program is to provide Army civilians with the skill sets needed to advance into leadership positions as competently trained and capable leaders. The increasing challenges of our transforming Army require civilian leaders who are multi-skilled, innovative and flexible. CES is a means to assist the Army in meeting that requirement and developing the “Pentathletes” for the 21st century.

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## Transitioning to NSPS

*By Vaughn Lately Jr.*

With the passage of the 2004 National Defense Authorization Act, Congress granted the Department of Defense (DoD) the authority to establish a new human resources management system for DoD civilians. This system, known as the National Security Personnel System (NSPS), will create a new framework of rules, regulations, and processes — rooted in the principles of flexibility and fairness — that govern the way civilians are hired, compensated, promoted, and disciplined in DoD. NSPS is a mission-driven, performance based system that will motivate, recognize and reward excellence.

In order to ensure that the transition to NSPS for supervisors, employees and managers is a smooth one there are three essential components to be considered: communication, training and participation.

By far communication (both oral and written) is the fundamental factor. Briefings, “All Hands” meetings, and face-to-face interaction with managers, supervisors, and subject matter experts provide a forum for open discussion. This information sharing is important to get the word out, address specific concerns, and reassure the workforce that leadership is engaged. Written communications are the necessary materials employees need to understand and refer to before, during, and after the transition. NSPS handbooks and primers detail the requirements to success implementation and highlight key points on issues such as classification, staffing performance management, compensation and workforce



shaping. Bulletins and newsletters supplement the official publications and can cover frequently asked questions on pay conversion and writing performance objectives. Information on NSPS is also communicated to employees via various websites including those from the Department of Defense, and Department of the Army. The CP-26 website has links to both sources.

The second factor is training. The Department of Defense and the Department of the Army have developed comprehensive training programs for managers, supervisors, and employees that include soft skill and technical training. On-line soft skill training may include such topics as "Leading High Performance Teams," "Effective Communication," "Listening Skills," and "Goal Setting." All employees and supervisors must complete the mandatory NSPS 101 training available on the NSPS website. Employees are required to attend a one day training session "HR Elements and Performance Management for Employees while supervisors must complete the two day NSPS for Supervisors training. Training however will not end with the deployment of NSPS. Everyone can expect to receive additional training on system updates and changes.

The final key is participation. NSPS is a performance management system that involves the active participation of employee and supervisor. Employees must understand their relationship to their organization's mission and the part they play in meeting that mission. Supervisors have to examine their objectives and workload in the meeting the mission. Together the employee and the supervisor need to carefully craft performance objectives that are realistic and attainable. A premise of NSPS is the active participation of both parties to make performance management the key to success. Active participation in the process is critical for everyone to succeed.

Implementing NSPS is not an end in itself, but instead one means toward the end of creating a high performance culture. When embedded in a broad-based performance management agenda. NSPS can be a valuable tool for advancing this larger effort to boost government effectiveness.

## Management and Program Analyst Honored

Ms. Robin J. Walick, an employee of the Strategic Management and Information Office, Headquarters INSCOM, was honored by SBLM for her research paper entitled, "The Case for an Integrated Resource Analyst."

Ms. Walick's research paper was recognized as the best for the class of 64 students, leading to her being recognized during the graduation ceremony and receiving a plaque and an Achievement Medal for Civilian Service by the commandant of the staff college, Col Garland H. Williams. The following is an abstract from her article:

*Dollars, Manpower, People. These are the fundamental building blocks for the world of resources in the US Army. Today's resource environment is highly complex and interdependent, and knowledgeable resource managers must be more than just budgeters - they must be able to manage all resources together to successfully support the Army's mission. This successful execution of resources is reliant upon understanding, cooperation, and synergy between these three foundations. The intricate interdependency of dollars, people, and manpower supports the proposal for a well-rounded, cross-trained Integrated Resource Analyst, and is a necessary step in the progress toward the successful execution of the assets entrusted to the US Army by the American taxpayers. It is appropriate that the requirement for this mix of skills and talent be formalized in the separate classification designation of Integrated Resource Analyst.*

Ms. Walick's entire article may be read on the CP-26 website [www.cp26.army.mil](http://www.cp26.army.mil) under the News and Information section.

# Army Interns Experience First-Hand a Day in the Life of a Soldier

By Megan Aldrich

*“Just as the diamond requires three properties for its formation—carbon, heat, and pressure—successful leaders require the interaction of three properties—character, knowledge, and application. Like carbon to the diamond character is the basic quality of the leader. But as carbon alone does not create a diamond, neither can character alone create a leader. The diamond needs heat. Man [Woman] needs knowledge, study, and preparation. The third property, pressure—acting in conjunction with carbon and heat—forms the diamond. Similarly one’s character attended by knowledge, blooms through application to produce a leader.”*

**General Edward C. Meyer**  
Former Army Chief of Staff



Similarly one’s character attended by knowledge, blooms through application to produce a leader. Recently fifty Department of the Army Interns and new civilian

employees from many different locations had the unique opportunity of attending a training class called “Greening the Workforce.” The course was designed specifically for new Army civilians to give them an understanding of the challenges in a soldier’s life. The program featured a combination of lectures, hands-on training, and a trip to Fort Dix’s training simulators, all of which contained the many experiences soldiers face in their everyday life.

The Greening course was organized and instructed by Mr. Michael Tumminelli, a former active Army member from the Communications-Electronics Research, Development and Engineering Center (CERDEC).

Within a matter of minutes the class was transformed into a platoon where students learned chants, basic formation and commands, as well as participating with a squad for all activities for the remainder of the

week. Certain students also filled the positions of Platoon Leader, Staff Sergeant, and a total of four Squad Leaders.

As students rotated to different learning centers during the first half of the day, they learned about Battle Dress Uniforms (BDUs), Basics of Map Reading, Weapons Firing Simulator, and Communications. After having Meals, Ready-To-Eat (MREs) for lunch, the day was completed with a Principles of Patrolling class.



Another day was specifically set aside for a trip to the Battle Lab Simulators at Fort Dix. The class experienced the night vision rooms used for training soldiers in different environments with desert, woodlands and urban themes. Students had the opportunity to grip the steering wheel of a military vehicle as they staged vehicles for a convoy. The class also took turns clutching M-4s and rolling around on the ground in an attempt to subdue the enemy quickly while still being precise.

Volunteers from the course participated in Physical Training (PT) a couple of mornings during the week. These individuals woke at 5:30 am to participate in an hour long workout before class started.

At the end of the week, the class, in groups of six or seven, boarded an Army helicopter for a ten minute ride around Fort Monmouth. Some individuals wore headphones that directly connected to the pilots and they could communicate with them during the flight.

After an exciting action-packed week, students were called to receive their training completion certificates in an informal graduation ceremony. While in the program only a short week, students departed with a greater understanding of a soldier and the experiences they encounter.

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# FA 50 Qualification Course: Organization Design Primer for FA50 Officers

By Rick Dodson

*(In 2005, Mr. Ricky Dodson completed the new FA50 Qualification Course at the Army Force Management School, Ft. Belvoir. The 14-week course combines the "How the Army Runs" Course with a rigorous POI to prepare Army Force Managers for ARSTAF and Army Command (ACOM) level assignments. It is also available to a small number of CP26 civilians each year, as well as Active and Reserve Component uniformed Force Managers. Mr. Dodson prepared the following article to satisfy a course requirement. It was originally published in the FA50 newsletter, the ORACLE.)*



Numerous articles analyzing the military relief efforts in response to Hurricane Katrina mention that National Guard units have special training and organization to deal with natural disasters. Obviously, those reporters have not done their homework. I suspect there are many active duty personnel who may have some similar misconceptions. Many FA50 officers will spend more time working organization design and structure issues than any other facet of their force management responsibilities. Knowledge of how organization designs are created, approved, and changed is a useful addition to the FA 50 toolbox.

Organizational design changes are normally made by one of the following methods:

- Administrative changes – any soldier, unit, or agency can submit a recommended change through their chain of command utilizing DA Form 2028. A variation of this is being used during the US Army Force Management Agency (USAFMSA) Documentation Analysis and Review Team (DART) process whereby units scheduled for a DART submit recommended changes using USAFMSA's DART Tool. Issues must be approved by the submitter's chain of command before entry into the DART Tool. Organization design issues will be coordinated with TRADOC Force Design Division (FDD) before final approval.
- Military Occupational Classification & Structure (MOCS) Adjustments – These changes are developed, approved, and distributed by HRC utilizing the Notification of Future Change (NOFC) process. USAFMSA receives these NOFCs and administratively applies the changes to TOEs.
- Basis of Issue Plan (BOIP) – BOIPs are requirements documents that create modernization building blocks to transition base TOEs (BTOE) into objective TOEs (OTOE). BOIPs add, delete, or change principal equipment and associated support equipment and personnel to the TOE.
- Capability Development Document (CDD) – As part of the Joint Capabilities Integration Documentation System (JCIDS), the CDD documents a requirement for a new or changed capability for an organization. Approval of the CDD precedes development of the BOIP.
- Force Design Update (FDU) – This is the primary method of changing designs of existing organizations and creating new designs. There are two regular FDU cycles per year and infrequent out of cycle updates. The FDU Jr is an abbreviated procedure used for minor changes normally approved below HQDA level. The FDU process ensures the integration of force planning with other development issues prioritized in the Total Army Analysis (TAA) process to meet Army force program requirements.
- Major Redesign/Restructuring Initiatives – These are large-scale redesign efforts by the Army that utilize many of the same procedures of, but are coordinated separately from, the



FDU process. Examples of these include the recent modularity designs, the Aviation Restructuring Initiative, and the Medical Restructuring Initiative.

While most designs or design changes are a result of continual assessments conducted by TRADOC and non-TRADOC combat developers, recommendations can originate with any soldier or organization through the chain of command via the DA Form 2028 process. Non-DA sources can also recommend changes, i.e., the Rand Corporation recently proposed creation of ten new 900-soldier battalions from the National Guard that would focus exclusively on homeland defense. Some new or changed design recommendations are a result of major concepts approved by the CSA/VCSA (i.e., Aviation Transformation or Modularity). Regardless of the origin of a recommendation, it will all end up at the functional proponent (TRADOC school, USASOC, or AMEDD) for review and action. The proponent conducts a DOTMLPF analysis of recommended changes. If the decision is to seek an organizational design change, the proponent will submit an FDU Packet to FDD. The packet consists of a concept (operational concept, organizational concept, and concept of change), an organizational design paper, a Unit Reference Sheet (URS), and a Letter of Transmittal signed by the Commandant or his designated representative. FDD accepts the package for inclusion in the next FDU cycle or processes the request as an out-of-cycle FDU.

FDD hosts a video-teleconference review of FDU issues. This review includes participation from HQTRADOC, CASCOM, OCAR, NGB, HQDA (DAMO-FMF lead with G1, G4, DAO-FMO, USAFMSA, and G8), FORSCOM, proponent, and others as required by the specific issues. The Chief, FDD, may decide to process the request as an FDU Jr, which has expedited timelines. The review board determines that the proposed issue is sufficiently developed to forward to the Director, Requirements Integration Directorate for release for field staffing or identifies potential implementation issues requiring resolution. Upon acceptance into the FDU process, the proposal transitions from a proponent to a HQ, TRADOC issue. Concurrent with FDD processing and field staffing, the HQDA staff led by DAMO-FMF conducts an Initial Force Integration Functional Analysis (FIFA) to determine supportability, validate requirements shortfalls and need for the new capability, and identify potential implementation issues for action.

After field-staffing issues have been resolved and based on the nature of the FDU, the Director, TRADOC Futures Center, or the Commander, CAC, makes a final determination on the requirement for the CG, TRADOC, and forwards the recommended designs to HQDA, G3 (DAMO-FM), for requirements approval. G3 accepts or rejects the TRADOC determined requirement. If accepted and needed bill payers are identified, the design issue goes to the VCSA for approval for implementation and resourcing. If the design issue is accepted, but no required bill payers have been identified, the issue undergoes a formal FIFA that will result in a recommendation to implement, return to TRADOC, or send to TAA to compete for resourcing. If and when the design is approved by the VCSA, FDD forwards the URS along with any design guidance from the FDU process to USAFMSA for TOE and MTOE development.

Why is knowledge of the organization design process important for the FA 50 officer? Almost all DOTMLPF solutions for capability gaps will have some effect on one or more Army organizations. Changes to existing or creation of new organizations can be as minor as changing one MOS or as major as standing up entirely new units with newly developed equipment. FA 50 officers recommending solutions to overcome capability gaps must factor in the time and expense required to accomplish organization design changes and need to bring key organization design and documentation personnel early into the planning cycle to expedite those changes.

The current FDU process is very efficient and streamlined to respond to changing organization design recommendations. An FDD-hosted web site with an archive of previous FDU decisions and the status of ongoing FDU issues would be a useful addition to the process. For additional information on the organization design process, FA 50 officers can refer to either TRADOC Pam 71-9 or draft TRADOC Pam 71-20 which is currently being staffed prior to approval and will replace TRADOC Pam 71-9.

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# Army Force Management

By Mr. Bob Fleitz



Army Force Management, as we all know, encompasses a broad range of activities and management systems, from identifying capability needs to developing solutions to actually

implementing those solutions - organizing, documenting, manning and equipping every Army unit for its mission of supporting either directly or indirectly the warfighting needs of the Combatant Commanders. The terms Transformation and Modularity have come to describe the overall process of evolving the division-based Cold War Army into a lighter, faster, more agile and responsive 21st Century force appropriate for the Global War on Terrorism and any other contingency. And the Army's cadre of professional Force Managers - Active and Reserve Component officers and NCOs, government civilians, and contractors - are the ones who make Transformation happen.

The Functional Area 50 Personnel Proponent Office, part of the Army G-8 organization, is responsible for developing and managing the policies and procedures governing the career development of the Army's Force Management Officers, within the framework of the eight personnel life cycle functions. Our mission in the PPO is to establish a viable, credible, and challenging career for uniformed Army Force Managers.

To fulfill the training part of that mission we have, been working closely with the Army Force Management School at Ft Belvoir, developed the FA50 Qualification Course. It became immediately obvious after the 2004 pilot course that this course would be valuable to not only FA50 officers, but also our GS civilian counterparts in CP26. Mr Ricky Dodson attended in 2005 (Mr Dodson's research paper was originally published in the FA50 newsletter, the ORACLE, and is reprinted in this issue.) In 2006 two more civilians attended the course, and there are two civilian seats in the 2007 Q-course.

The 14-week Q-course provides Force Managers with the skills, knowledge, and tools to successfully manage and lead change. Students first attend the

4-week Advanced Force Management Course, often called the "How the Army Runs" course, for a broad overview of the processes, system of systems and regulatory basis for the force projection Army as it transitions to the modular design. AFMC focuses on the sustainment of capabilities through management of doctrinal, organizational and materiel change.

The second phase of the Q-course is a rigorous 10 week program of instruction that provides a "Senior Service College-like experience" focused on the nuts-and-bolts details of how to manage change for the Army. In-depth coverage of National Strategy, the PPBE process, Combat and Materiel Developments, and Force Development are combined with practical exercises that task the students' ability to think critically, multi-task, and solve complex problems. Last year, a two day staff ride was also added to the POI.

The FA50 Qualification Course was originally designed to prepare



officers for Force Management assignments on the Army Staff, Joint Staff, the 4-star Army Commands, Corps, Divisions and other high-level headquarters. However, the training is valuable to all professional Force Managers. As we refine the curriculum and expand the number of times the course is offered, civilians in CP26 are welcomed and encouraged to consider attending.

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## Closing Notes from the Assistant Editor

Thank you to each reader of our newsletter, and special thanks to Mr. Jacob Padilla and contributing authors for allowing me to use your skills and talents in putting together this issue of the Manpower and Force Management Career Program Newsletter. In reading this volume of the newsletter, I hope you are able to see the diversity of our career field and that you find the information presented useful. We will continue to seek out informative and career enhancing articles from Manpower and Force Management professionals.

### **CP-26 PROPONENCY OFFICE**

We are here to serve you. Please do not hesitate in contacting us with your questions, comments, and ideas.

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**Bulletin Articles.** The Manpower and Force Management community are invited to submit articles for publication or to suggest articles or features you would like to see in this newsletter. Please submit your input to the CP26 mail box: [CP26@hqda.army.mil](mailto:CP26@hqda.army.mil)

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**Editorial Policy.** The information in the Manpower and Force Management Bulletin represents the professional opinions of the authors and does not reflect official Army position, nor does it change or supersede any official Army regulations. The distinct purpose of this newsletter is to discuss manpower and force management career program issues and exchange ideas on ways to better serve our community. This bulletin is published under the provisions of AR 25-30 as a functional bulletin.